



Reform Redesign Report

Pulaski Elementary-Middle School

Detroit Public Schools Community District

Desheil Echols
19725 STRASBURG ST
DETROIT, MI 48205-1633

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Introduction

As a school identified by the Michigan Department of Education as a Priority school, you are required to select one of the four federal models for your reform/redesign plan. If your school is selecting the closure or restart models, you should contact the School Reform Office to discuss the next steps for implementing and documenting this effort. If selecting either the Transformation or Turnaround model, you should review and respond to all individual requirements of the selected model. These plans are reviewed and need to be approved by the School Reform Officer.

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Pulaski is an Elementary and Middle school with two floors. We serve students in grades Pre-K-8. It is located on the eastside of Detroit at 19725 Strasburg Street. Pulaski is a Priority school in its second year. Pulaski has 586 students with 92% of students who participate in the free and reduced meal program. Student enrollment at Pulaski has declined for the past three years. The instructional staff at Pulaski Elementary-Middle School are 100% highly qualified per the Elementary and Secondary Education Act/No Child Left Behind Act criteria. All instructional paraprofessionals are deemed highly qualified as prescribed by the State of Michigan Department of Education and the Elementary and Secondary Education Act/No Child Left Behind Act. According to www.city-data.com website data, Pulaski's community demographics include a population of 3,475 residents that is predominantly African-American. The median age within Pulaski's community is 29.7, median household income being \$23,016 and the average household size being 3.6 people. Some of the challenges associated with Pulaski's community include declining household size and an incline of poverty levels of which fifty percent of residents have an income below the poverty level.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Pulaski School will be a competitive school in academic achievement through the use of continuous improvement strategies so that Pulaski is the first choice for residents and eligible non-residents. The mission of Pulaski Elementary-Middle School is to create a learning environment that provides every student the equal opportunity to achieve their individual potential. The educational process will take place within a clean, safe and healthy facility. The Pulaski staff believes that our primary goal is to educate students in an orderly environment that provides for growth in basic skill areas and essential learning, opportunities and experiences that lead to the development and acquisition of good study skills, thinking skills and learning strategies that will allow students to be independent learners, improving student achievement and enhancing parent and community involvement. Pulaski Elementary-Middle School embodies its purpose through its program offerings and expectations for students by providing our students with the tools they need to succeed. Our high rate of qualified teachers, dedicated parents, and community involvement is the source to increasing academic achievement. At Pulaski we offer Double Block Reading and Math Classes for all grades, Principal Student Leadership Team, School Counselor, School Social Worker, Speech Therapist, School Psychologist, DREAM Zones After School Programs to enhance Academic and Recreational Activities (Dream Zones), Neighborhood Legal Services -Conflict Resolution, Partnerships with State of Michigan Department of Human Services, Costco, Mobile, Gleaners Food Bank, Media-Computer Center, Library, Family Nights, 21st Century Community Learning Centers, Summer Learning Academy/Community, After-School Tutoring, Success For All Literacy Program, Accelerated Math & Reading Programs, Science Club, Volunteer Reading Corps for grades K-2nd.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Pulaski Elementary-Middle School has implemented the Success For All Reading Program curriculum in September 2012. Some areas of improvements: According to mischooldta.org student outcomes show that students in grades 3-8 made gains in proficient levels on the 2012 MEAP in Reading and Math and in the area of student academic growth from 2011-2012 to 2012-2013 school years. As our vision and mission to increase student achievement Pulaski's goal is to increase student achievement for all students in Reading by 49.86%, Math by 35.45%, Writing by 37.25%, Science by 34.54% and Social Studies by 36.61% in the next three years.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

In addition to after school tutoring Pulaski provides Alphie Interactive tutoring, that is a supplement to the Success For All Reading Program. Struggling students are given additional tutoring and support during school hours.

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Turnaround Redesign Diagnostic

Introduction

The Turnaround Model includes, among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program.

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PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Desheil Echols-Principal (desheil.echols@detroitk12.org)

Christina Rouser-Special Education Teacher/SIT Chairperson (christina.rouser@detroitk12.org)

Linda Howard-Literacy Coach (linda.howard@detroitk12.org)

Tyra Smith-Dean-Instructional Specialist (tyra.smith-dean@detroitk12.org)

Beverly Mitchell-MSU Outreach Specialist

Alyn Eastin-Wayne RESA

PART B: TEACHING AND LEARNING PRIORITIES

State 2-3 big ideas for your reform/redesign plan that are intended to change teaching and learning in your school. At least one of these should be instructional in nature. (These should come from the data dialogue that initiates your planning efforts.)

Pulaski Elementary/Middle School implements the following research based programs:

1. The Success For All Program is used as a comprehensive and researched- based best practice as the foundation for K-8 reading instruction. The program is based on best practices research by John Hopkins University. Success For All is designed to increase reading achievement, cutting the achievement gap between African Americans, Hispanic, and white students, and prepare teachers to support the needs of English learners. The Success For All Program will help improve reading instruction and student achievement using five essential strategies: Leadership for Continuous Improvement, Schoolwide Support and Intervention Tools, Powerful Instruction, Professional Development and Coaching and Research. The goal will have every student reading at or above grade level by third grade. Success For All draws on the essential and scientific components of reading instruction:

- 1.) Phonemic Awareness
- 2.) Phonics
- 3.) Fluency
- 4.) Vocabulary Development
- 5.) Comprehension
- 6.) Oral-language & Literacy Development

Success For All also implements Writing within the program.

The Success For All model include:

Success For All model includes:

- I.) Cooperative learning to engage and motivate students.
 - II.) Regrouping for reading instruction to minimize time spent on low impact seatwork.
 - III.) Frequent assessments and feedback in the classroom for goal setting and celebration of progress.
 - IV.) Schoolwide quarterly assessments to accelerate students making rapid progress and to identify students who additional support.
 - V.) One-to-One tutoring to catch students up quickly before the fall too far behind.
 - VI.) Engaging and supporting families so students come to school ready to learn.
 - VII.) Direct instruction in reading strategies.
 - VIII.) Coaching strategies to improve the quality of implementation.
 - IX.) Multimedia tools into phonics instruction.
 - X.) Schoolwide conflict-resolution strategies.
- 2.) Success For All Tutoring Team Alphie: Team Alphie Tutoring provides small group tutoring for early literacy development through interactive instruction and practice. Teacher tutor provides instruction and practice in phonemic awareness, fluency and comprehension. Instructional plans are implemented based on students assessment results. The teacher tutor groups students according to their ability and practice needs. Tutoring activities include turn-taking, resource negotiation and student support through the use of visual and auditory prompts.
- 3.) Literacy Circles: K-8 Literacy Circles every Friday 7th hour will encourage to critically analyze and discuss text of different genres. Curriculum components for Literacy Circles for grades K-8 will encompass:
- I.) Interactive Read-Aloud: Students engage in deep discussions with one another about a text that they have heard, read aloud, or one they have read independently.
 - II.) Shared and Performance Reading: Students read together or take roles in reading a shared text. Students reflect the meaning of the text with their voices.

III.) Writing About Reading: Students extend their understanding of a text through a variety of writing genres and/or sometimes with illustrations.

IV.) Writing: Students compose and write their own examples of a variety of genres, writing for varying purposes and audiences.

V.) Oral, Visual, and Technological Communication: Students present their ideas through oral discussion and presentation or through the use of technology such as powerpoint.

VI.) Phonics, Spelling, and Word Study: Students learn about relationships of letters to sounds as well as the structure of words to help them in reading and writing.

VII.) Guided Reading: Students read a teacher-selected text in small groups while the teacher provides explicit teaching and support for reading increasing the use of challenging texts.

4.) First Move Math Chess: First Move Chess is used as an in-classroom curriculum using chess as a learning tool. The program focuses on enhancing the core curriculum while improving student's critical thinking and test taking skills. The benefits of First Move Chess improves critical thinking skills, advanced math and reading skills, behavior and social skills, increased self-esteem, grasping of concepts quicker and practical application of First Move lessons with core curriculum.

State what data were used to identify these ideas.

Michigan Educational Assessment Program data results from 2011-2012, 2010-2011 and 2009-2010 school year, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data for 2011-2012, Star Reader and Star Math data for 2011-2012 and the district benchmark data for 2011-2012.

3 YEAR TREND ACHIEVEMENT DATA:

READING:

2009-2010 school years 40% of the students were proficient in Reading

2010-2011 school years 33% of the students were proficient in Reading

2011-2012 school years 23% of the students were proficient in Reading

WRITING:

2010-2011 school years 17% of the students were proficient in Writing

2011-2012 school years 7% of the students were proficient in Writing

2012-2013 school years 24% of the students were proficient in Writing

MATHEMATICS:

2009-2010 school years 30% of the students were proficient in Math

2010-2011 school years 9% of students were proficient in Math

2011-2012 school years 2% of the students were proficient in Math.

SCIENCE:

2009-2010 school years 3% of the students were proficient in Science

2010-2011 school years 4% of the students were proficient in Science

2011-2012 school years 0% of the students were proficient in Science

SOCIAL STUDIES:

2009-2010 school years 14% of the students were proficient in Social Studies

2010-2011 school years 0% of the students were proficient in Social Studies

2011-2012 school years 3% of the students were proficient in Social Studies.

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PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leader's name and discuss how the leader meets the criteria for a turnaround principal.

Principal DeSheil L. Echols was assigned to Pulaski Elementary/Middle School on August 1, 2011. Principal Echols replaced former Principal Karren Abbott. Principal Echols has been a Principal in various buildings for the past four years. Always having a passion for learning as a youngster, Mrs. Echols is very dedicated to educating the youth of the urban school system in which she herself had attended as a child. She is known as one of the "shinning stars" of education, always being a champion for children, especially those children deemed to be "at risk" as determined by the federal government guidelines due to economic issues as well as many other factors that are often present in urban school classrooms.

After several years of teaching, Mrs. Echols was promoted to the ranks of school administration, and charged with the daunting task of improving the teaching and learning for all students within the learning community in which she worked. Previous to her current assignment at Pulaski Elementary-Middle School, she was the Principal of Hally Magnet Middle School, a high achieving middle school located on the northwest side of the city in the Martin Park Community. Mrs. Echols continues to work tirelessly for the education of children, assuring that the students attending her school are educated in a nurturing and caring environment while meeting the educational standard as mandated by the State of Michigan and the Federal Government.

Mrs. Echols received a Bachelor of Arts degree from Wayne State University, a Master of Arts Degree from Eastern Michigan University, an Educational Specialist Certificate from Wayne State University, and is currently pursuing a Doctoral Degree from Eastern Michigan University. She is a member of many professional organizations, as well as the Alpha Kappa Alpha Sorority Incorporated.

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for shared decision-making to provide schools the level of autonomy and operational flexibility they require to improve student achievement. This operational flexibility includes having more control over school budgets, scheduling, and instructional programs. Schools identified as Priority Schools (includes PLAs) in the amended DFT Collective Bargaining Agreement are provided the additional flexibility they require in order to fully implement the components of either the Transformation or Turnaround models.

Provisions under the Priority School Agreement (Flexible Work Conditions)

Per the agreement between the District and Priority School staff, members of Priority Schools agree to the following:

- Extended school day and year
- Participation in the Shared Decision-Making process
- Hiring based on selective application process
- Retention of staff based upon performance

Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

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Describe how the school will use locally adopted competencies to measure the effectiveness of the principal and staff who works within the turnaround school.

Pulaski School will use locally adopted competencies to determine the effectiveness of teachers and school administrators. It is our goal to ensure that each teacher is provided the opportunity for improvement through job embedded professional development opportunities. The District has developed a new evaluation process for teachers and school leaders that is based on the following:

- 1.Student Growth as predominant factor
- 2.Demonstrated Pedagogical Skills
- 3.Classroom Management
- 4.Teacher Attendance/Discipline Record
- 5.Accomplishments/Contributions
- 6.Relevant Special Training such as National Board Teacher Certification and additional graduate classes connected and applied in current teaching assignment.

The evaluation process is used to promote, retain, and develop teachers and school administrators, including providing relevant coaching, instructional support, or professional development. The evaluation processes reflect the interdependence of evaluation, professional development, and accountability, and are grounded in the belief that the assessment of teachers and instructional leaders must be based on a set of clearly defined performance standards that are connected to student performance outcomes. Professional development and support must be directly linked to performance standards; the staff at Pulaski will be held accountable for meeting these expectations.

Administrative Evaluation Tool

Timeline for 2013-2014 Evaluation Implementation:

August 1, 2013 to September 1, 2013 - Review of School Improvement Plans and Updating School Improvement Goals

September 1, 2013 - Principals submitted School Improvement Goals (The goals set in the School Improvement or Reform/Redesign plans are the basis of the indicators used in the administrator evaluation tool used in Detroit Public Schools.)

October to December 2013 - Review Collection of Data (Assessment, Observation, Attendance, Diagnostic Reviews, Teacher Observation, and Student, Parent, Teacher Survey Data)

January to February 2014 - Mid Year Review and Collection of Feedback (Principals will meet with their supervisors to review the school improvement goals. They will also have an opportunity to provide feedback on the process for providing progress, evidence, and artifacts towards meeting their goals.)

March to May 2014 - Review of Data Collection (Principals will continue to review assessment, School Improvement Progress, attendance rates, and Assessment, Observation, Attendance, Diagnostic Reviews, Teacher Observation, and Student, Parent, Teacher Survey Data.

Monthly meetings will be held with Assistant Superintendents to analyze the data collected. Verbal and written feedback will be provided to the principals on the data collected which will include recommendations for any areas of concern.)

June 2014 - Final Summative Evaluation Conducted

Final Summative Evaluation will consist of the following measures:

- 1) Continuous Improvement Practices - An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
- 2) Instructional Leadership - An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Specify how the school will screen all existing staff and rehire no more than 50 percent.

School staff will be screened prior to the beginning of the school year by the school principal and the principal's designated interview committee. It is necessary to assure that all staff meet the highly qualified standards as determined by the State of Michigan. Pre-determined interview questions will be asked of all interviewees. These questions will be developed in conjunction with the human resource division of the school system. In addition, the staff selected to educate children at Pulaski School must be committed to the education of children with diverse needs in an urban school setting.

To implement the Turnaround Intervention Model, no more than 50% of the current staff will be rehired. To determine the effectiveness of staff interested in working within the turnaround environment, the principal will conduct walkthroughs, Student Achievement Data and teacher observations/evaluations of all instructional staff throughout the preceeding school year. Ongoing data will be collected to measure the degree of teacher effectiveness including student academic growth data. Staffing at Priority Schools is on an application basis. A district Selection Committee has determined criteria for the selection of school staff. Interested Detroit Federation of Teachers members must apply for assignment to a Priority School and be selected via an interview by the Selection Committee. To implement the Priority Schools' reform, an agreement was established between the District, individual school (principal) and the Union, with provisions to accommodate the necessary and unusual requirements to implement the needed change for reform. Teachers must demonstrate:

- * Creative teaching methods
- *Differentiated Instruction to meet the needs of the diverse student population
- *Technology imbedded instruction
- *Demonstrated knowledge of Grade Level Content Expectations and Core Common Standards
- *Acceleration of improved student achievement as measured by MDE standards
- *Effective Communication Strategies with all stakeholders of the learning community
- *Demonstrate an efficacy of student discipline dedicated effective classroom best practices
- *Commitment to extended school day/extended year

Current instructional staff not meeting the above requirements, will not be selected to remain as instructional staff members of Pulaski Elementary-Middle School.

Detail how the school will implement strategies, such as increased opportunities for promotion and career growth, and/or flexible working conditions, designed to recruit and retain staff to meet the needs of students in a transformational school.

Increased opportunities for promotion and career growth will be presented to all staff members by spotlighting career opportunities available on the district's website. In addition, shared leadership opportunities will occur across the learning community. Staff may become an active member of the School Improvement Team. As a member of this team, staff members will have the opportunity to explore multiple instructional strategies as well as engage in a research cohort engaged in the exploration of "best practices" for the teaching/learning of students with diverse educational/social needs. Staff members participating on the School Improvement Team will be required to participate in the continual planning for increased student achievement throughout the learning community.

Staff members may also volunteer to become a lead-teacher for their instructional pod. The lead teacher serves as a liaison between the instructional leadership team and the instructional staff. This individual is responsible for the coordination of grade level activities as well as the data collection/reporting for specified student achievement topic/issues.

The fostering of career growth will occur through the development and implementation of professional learning communities(PLC). These PLC's will address common interests and goals as needed to address the overall needs of the learning community as related to the central theme of increased student academic achievement for all students. In the development of the PLC for Pulaski School, we will begin to develop a shared mission, vision, values, and goals for all of the stakeholders of the learning community. Through the shared vision, mission, goals, and values, professional development for all staff members will be developed and presented as a vehicle toward the common goal of increasing student achievement for all students. Staff members will expand their skill set in the areas of providing instruction and instructional support to the students of the learning community.

Flexible working conditions will become a part of the learning community at Pulaski by implementing the Co-teaching Model of Instruction for each grade level. Instructional staff will be encouraged to utilize this model to the greatest extent possible. It is expected that all staff members will attend the professional development offered by the school district as well as the Pulaski School Staff on the topic of Co-teaching. The Co-teaching Model of instruction allows for flexible grouping of students and staff, hence, a flexible learning community where staff members are able to utilize their strengths in the instruction of students.

In the event that additional funding is provided by the school district, additional instructional staff will be recruited for class size reduction in grades K-3. This will allow students to receive small group instruction in core subject areas. Additionally, staff will receive a \$1000 incentive for increased student achievement (10%) as measured on the MEAP and increased student attendance.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Describe plans and timelines for ongoing, high quality, job embedded professional learning (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional learning is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

English/Language Arts, Mathematics, and Writing will be the focus of the professional development activities as a part of this reform effort. Instructional coaches will be utilized to offer peer-mentoring and support in the area of instructional deliverables. Job embedded professional development will occur throughout the entire school year. Both formative and summative assessment results will determine the development of professional development activities for the instructional staff.

Professional development activities will be followed by coaching from an individual that is versed in the area that is being presented for professional development. The majority of the professional development for the instructional staff will take place in the school building, as follow up activities will occur as a part of providing instruction to students.

The entire staff will receive professional development in the areas of co-teaching, differentiated instruction, and positive behavior support. Staff members will be required to participate in action research with a small group in an effort to engage in professional problem solving toward the goal of increased student achievement. As a part of the reform at Pulaski School, teachers will be required to maintain a reflective journal that details their instructional successes and challenges weekly.

Describe the new governance structure adopted that will assist with the building turnaround process. The new governance may include a turnaround office, or a turnaround leader who reports directly to the superintendent.

To ensure that each priority school receives ongoing, intensive Technical Assistance and support, Detroit Public Schools has established the Office of School Turnaround. The Office of School Turnaround will provide comprehensive school wide support in Teaching and Learning. This office will effectively coordinate the efforts of school improvement and school wide reform initiatives. The Office of School Turnaround supports the following schools:

- School Improvement Grant (SIG) Schools
- Reform/ Redesign Schools
- MI-Excel Schools
- High Priority Schools

This office coordinates all school improvement efforts between Michigan Statewide System of Support: Michigan Department of Education (MDE), Wayne RESA, and external educational partner providers. This office will support, promote and monitor all school turnaround efforts and focus on continuous academic improvement through school turnaround initiatives.

The Office of School Turnaround will include the following:

(1) Director of School Turnaround- This individual is responsible for the coordination of all Priority School support (external support, such as WRESA Coach support SEA support, partner providers and others) and the monitoring, evaluating, and support schools require to fully

implement the selected reform model. In addition, the Director will also be responsible for monitoring the effectiveness of the level and type of support providing by external support agents.

As a school engaged in continuous reform, efforts toward the goal of school reform and hence increased student achievement will be reviewed by the School Turnaround Office of the Detroit Public School District.

(2) Priority School Coaches-Priority School Coaches are responsible for providing on-site professional development and support for principals, Leadership Teams and teachers around the work required to implement the reform model. Coaches are also responsible to collecting data and evidence that will be shared with the Director of School Turnaround and the Office of Professional Development to inform the professional development and support program for each school. The data collected will also be utilized as an element of the teacher/principal evaluation process. Each coach will be assigned no more than 7 schools to support. Coaches will be required to provide on-site school support 4-days per week. The fifth day will be required professional development day and follow-up for coaches.

(3) Support will also be available through the Statewide System of Support. Through the Statewide System of Support, PLAs will receive additional support and services required to assist schools in successfully implementing each school's respective reform model.

Detail how the use of data will identify and implement an instructional program that is research-based and aligned from one grade to the next, as well as with state standards.

Pulaski Elementary/Middle School utilizes various forms of data to drive classroom instruction and increase student achievement in all content areas of reading, math, writing, science and social studies. To begin the work of data analysis, a professional development session was conducted in August, 2012 entitled "Data Overview" in which Principal Echols facilitated the workshop and presented a concise summary of student MEAP results from 2011-2012, 2010-2011 and 2009-2010 school year, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data for 2011-2012, and the District Benchmark data for 2011-2012. Staff reviewed the performance of each of their new students and developed grade specific goals that were aligned to the state standards as well as the school wide focus. Data was presented in the form of graphs in order for the staff to conduct an analysis comparing patterns or trends during the past three years. Collaborative discussions evolved around how and why students' performance was different depending on the types of assessments. Some of the underlying causes for low student achievement that caused Pulaski to be placed in the bottom 5% of schools in the Michigan Top to Bottom Ranking with a Z-Score of 1 can be attributed to:

MATHEMATICS:

Differentiated Instruction was not utilized to the greatest extent possible. Students did not have enough opportunities to use kinesthetic learning resources. Students learn using multiple learning styles such as (linguistic, logical, musical, kinesthetic, spatial, interpersonal, intrapersonal, and naturalistic. Opportunities should be provided in each of these modalities.

READING:

Gaps in instruction occurred across grade levels due in part to infrequent student school attendance. Additionally, many students were not provided enough opportunities to learn using multiple learning styles (such as linguistic, logical, musical, kinesthetic, spatial, interpersonal, intrapersonal, and naturalistic). Opportunities should be provided in each of these modalities and systems created and put in place which address the attendance issue.

WRITING:

Students with disabilities subgroup scored 0% for writing, with a gap of 33.5 percentage points below all students tested.

SCIENCE:

Science process skills need to be reinforced across the curriculum. Students have not had ample opportunity to engage in science investigations and other inquiry activities. Additionally, teachers have not fully implemented the concept of differentiated instruction in order to address the needs of all students. Students are not provided enough opportunities for kinesthetic learning experiences, investigations, and real world applications.

SOCIAL STUDIES:

Students were not exposed to enough cross-curricular social studies materials. Training was not provided to staff to implement the Social Studies curriculum and supporting materials.

To assist with the school-wide focus on improving student achievement the MEAP data was posted in Pulaski's main hallway as a central focus to help drive instruction within the learning community.

Principal Echols formed a School Improvement Data Team consisting of an Instructional Specialist, Tyra Smith-Dean, Success For All Facilitator/Literacy Coach, Linda Howard, Lead Special Education Teacher Christina Rouser, Middle School Lead Teacher- POD III, Elizabeth Mansour, Pre-school and Kindergarten Lead Teacher Nemone Lee, Lead Pod I Teacher, Choya Stovall, and Mary Espina, Lead Pod II Teacher. The Team reviewed and analyzed data from Star Reading and Mathematics, Accelerated Reader, Accelerated Math, District Content Assessments in Math, Science and Social Studies and MAP in Math, Reading, Language Usage and Science and developed an instructional plan and calendar for classroom instruction. Additionally, a school representative for each content area of Math, Science, Reading/Writing and Social Studies will attend monthly professional developments provided by Detroit Public Schools and provide job-embedded professional development to the entire staff.

Instructional Program

Pulaski Elementary/Middle School implements the following Instructional Research Based Programs:

1. Our school-wide Instructional Program is a comprehensive and researched- based best practice as the foundation for K-8 reading, writing, math, science and social studies instruction. Our implementation began in the 2012-2013 academic school year and will continue through the 2014-2015 school year. The program is utilized for the content areas of Math, Reading, Writing, Science, and Social Studies. Since this is a school-wide Instructional Program all stakeholders are responsible for its implementation with fidelity. Content area teachers are responsible for utilizing the strategies and district pacing within their daily lessons. The Instructional Specialist and Literacy Coach are responsible for providing staff with job-embedded professional developments on strategies and content as it relates to the Instructional Program. School Service Assistants are responsible for providing identified students with Tutorial Services during school hours. The program is based on best practices researched by John Hopkins University. The Instructional Program is designed to increase student achievement; decrease the achievement gap between African Americans, Hispanic, and White students, and prepare teachers to support the needs of English Language Learners. The Instructional Program will help improve reading instruction and student achievement using five essential strategies: Leadership for Continuous Improvement, Schoolwide Support and Intervention Tools, Powerful Instruction, Professional Development, Coaching and Research. The goal will have every student reading and performing at or above grade level by third grade. The Instructional Program draws on the essential and scientific components of literacy instruction; however these components are also infused into the Math, Science, Social Studies and Writing curriculum:

- 1.) Phonemic Awareness
- 2.) Phonics
- 3.) Fluency
- 4.) Vocabulary Development
- 5.) Comprehension
- 6.) Oral-language & Literacy Development

The Instructional Program model includes:

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- I.) Cooperative learning to engage and motivate students.
- II.) Regrouping for reading instruction to minimize time spent on low impact seatwork.
- III.) Frequent assessments and feedback in the classroom for goal setting and celebration of progress.
- IV.) School-wide quarterly assessments to accelerate students making rapid progress and to identify students who need additional support.
- V.) One-to-One tutoring to provide additional support.
- VI.) Engaging and supporting families so students come to school ready to learn.
- VII.) Direct instruction in reading strategies.
- VIII.) Coaching strategies to improve the quality of implementation.
- IX.) Multimedia tools in phonics instruction.
- X.) School-wide conflict-resolution strategies.
- XII) Goal Focus Data Analysis

2.) Tutoring will target 30% of first graders, 20% of second graders and 10% of third graders (bottom 30%) they are provided small group tutoring for early literacy development through interactive instruction and practice. Teacher tutoring provides instruction and practice in phonemic awareness, fluency and comprehension. Instructional plans are implemented based on students assessment results. The teacher tutor groups students according to their ability and practice needs. Tutoring activities include turn-taking, resource negotiation and student support through the use of visual and auditory prompts.

3.) Literacy Circles: K-8 Literacy Circles every Friday 7th hour will encourage students to critically analyze and discuss text of different genres. Curriculum components for Literacy Circles for grades K-8 will encompass:

- I.) Interactive Read-Aloud: Students engage in deep discussions with one another about a text they have heard, read aloud, or one they have read independently.
- II.) Shared and Performance Reading: Students read together or take roles in reading a shared text. Students reflect the meaning of the text with their voices.
- III.) Writing About Reading: Students extend their understanding of a text through a variety of writing genres and/or sometimes with illustrations.
- IV.) Writing: Students compose and write their own examples of a variety of genres, writing for varying purposes and audiences.
- V.) Oral, Visual, and Technological Communication: Students present their ideas through oral discussion and presentation or through the use of technology such as power point.
- VI.) Phonics, Spelling, and Word Study: Students learn about relationships of letters to sounds as well as the structure of words to help them in reading and writing.
- VII.) Guided Reading: Students read a teacher-selected text in small groups while the teacher provides explicit teaching and support for reading increasing the use of challenging texts.

4.) First Move Math Chess: First Move Chess is used as an in-classroom curriculum using chess as a learning tool. The program focuses on enhancing the core curriculum while improving student's critical thinking and test taking skills. The benefits of First Move Chess improves critical thinking skills, advanced math and reading skills, behavior and social skills, increased self-esteem, grasping of concepts quicker and practical application of First Move lessons with core curriculum.

Vertical Alignment

Pulaski Elementary Middle School has implemented the Turnaround Intervention Model of School Reform. The use of this reform model will allow for the development of a comprehensive evaluation plan to use in the evaluation and restructuring of the teaching and learning within the learning community for all students in Reading, Writing, Math, Science and Social Studies. The Turnaround Reform Model includes vertical alignment of differentiated instruction, increased learning time, response to intervention, a focus on community-oriented type

schooling, improved professional development, job embedded professional development, ongoing instructional coaching, co-teaching, a vigorous shift in curriculum and instructional focus, and transformational-type leadership.

READING:

Based upon the C.N.A results for Reading our focus will target guided reading, differentiated instruction, workshop, Star Testing, Accelerated Reading, small group instruction, classroom strategies that promote literacy and in class support that will target all students in closing the achievement gap.

Reading: All students in grades K-8 at Pulaski Elementary/Middle School will become proficient readers

Tier I-Strategies for All Students: Teachers will implement cooperative learning.

Tier II-Intervention Strategies: Teachers will implement differentiated instruction, instructional learning cycles, use technology, peer-tutoring, tutoring during and after school.

Tier III-Intervention Strategy: Teachers will implement modified lessons, extended time, small group instruction, IEP accommodations and modifications

Instructional Specialist, school counselor, 3 school service assistants and 2 educational technicians are utilized to support increased student achievement of our targeted At-Risk student population.

The research reviewed and to be implemented that supports instructional strategies to increase student achievement across all grade level and content areas will incorporate using ongoing assessments, differentiating instruction, designing interventions, authentic teaching of reading and writing to students and the coordination of instructional supports that targets instruction in meeting students needs.

Howard, M. (2009). RTI From All Sides What Every Teacher Needs To Know. Heinemann: Portsmouth, NH

The research reviewed and to be implemented that supports instructional strategies to increase student achievement across all grade level and content areas will incorporate staff analyzing data to increase student achievement.

Parker Boudett, K., City, E.A., Murnane, R.J. (2005). Data Wise. Harvard Education Press: Cambridge, Massachusetts

WRITING:

Based upon the C.N.A results for Writing our focus will target differentiated instruction, workshop, small group instruction, classroom strategies that promote literacy and in class support that will target all students in closing the achievement gap for students furthest away from the target.

Writing: All students in grades K-8 at Pulaski Elementary/Middle School will become proficient writers.

Tier I-Strategies for All Students: Teachers will implement cooperative learning

Tier II-Intervention Strategies: Teachers will implement differentiated instruction, instructional learning cycles, use of technology, after school tutoring and writing folders.

Instructional Specialist, school counselor, 3 school service assistants and 2 educational technicians are utilized to support increased student achievement of our targeted At-Risk student population.

The research reviewed and to be implemented that supports instructional strategies to increase student achievement across all grade level and content areas will incorporate staff analyzing data to increase student achievement.

Parker Boudett, K., City, E.A., Murnane, R.J. (2005). Data Wise. Harvard Education Press: Cambridge, Massachusetts

MATH:

Based upon the C.N.A results for Math our focus will target differentiated instruction, Star Math, Accelerated Math, workshop, small group instruction and in class support that will target all students in closing the achievement gap.

Mathematics: All students in grades K-8 at Pulaski Elementary/Middle School will become proficient in Mathematics.

Tier II-Intervention Strategies: Teachers will implement differentiated instruction, instructional learning cycles, use of technology, after school tutoring and field trips.

Tier I-Strategies for All Students: Teachers will implement cooperative learning

Tier II-Intervention Strategies: Teachers will implement differentiated instruction, instructional learning cycles, use of technology and after school tutoring.

Tier III-Intervention Strategy: Teachers will implement modified lessons, extended time, small group instruction, IEP accommodations and modifications.

Instructional Specialist, school counselor, 3 school service assistants and 2 educational technicians are utilized to support increased student achievement of our targeted At-Risk student population

The research reviewed and to be implemented that supports instructional strategies to increase student achievement across all grade level and content areas will incorporate using ongoing assessments, differentiating instruction, designing interventions, authentic teaching of reading and writing to students and coordination of the instructional supports that targets instruction in meeting students needs.

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Parker Boudett, K., City, E.A., Murnane, R.J. (2005). Data Wise. Harvard Education Press: Cambridge, Massachusetts

SCIENCE:

Based upon the C.N.A the results for Science our focus will target differentiated instruction, workshop, small group instruction and in class support that will target all students in closing the achievement gap.

Science: All students in grades K-8 at Pulaski Elementary/Middle School will become proficient in Science.

Tier I-Strategies for All Students: Teachers will implement cooperative learning.

Tier II-Intervention Strategies: Teachers will implement differentiated instruction, instructional learning cycles, use of technology, after school tutoring and field trips.

Instructional Specialist, school counselor, 3 school service assistants and 2 educational technicians are utilized to support increased student achievement of our targeted At-Risk student population.

The research reviewed and to be implemented that supports instructional strategies to increase student achievement across all grade level and content areas will incorporate using ongoing assessments, differentiating instruction, designing interventions, authentic teaching of reading and writing to students and coordination of the instructional supports that targets instruction in meeting students needs.

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Parker Boudett, K., City, E.A., Murnane, R.J. (2005). Data Wise. Harvard Education Press: Cambridge, Massachusetts

SOCIAL STUDIES:

Based upon the C.N.A results for Social Studies our focus will target differentiated instruction, workshop, small group instruction and in class support that will target all students in closing the achievement gap.

Social Studies: All students in grades at Pulaski Elementary/Middle School will become proficient in Social Studies.

Tier I-Strategies for All Students: Teachers will implement cooperative learning

Tier II-Intervention Strategies: Teachers will implement differentiated instruction, instructional learning cycles, use of technology, after school tutoring and field trips.

Instructional Specialist, school counselor, 3 school service assistants and 2 educational technicians are utilized to support increased student achievement of our targeted At-Risk student population.

The research reviewed and to be implemented that supports instructional strategies to increase student achievement across all grade level and content areas will incorporate using ongoing assessments, differentiating instruction, designing interventions, authentic teaching of reading and writing to students and coordination of the instructional supports that targets instruction in meeting students needs.

Howard, M. (2009). RTI From All Sides What Every Teacher Needs To Know. Heinemann: Portsmouth, NH

The research reviewed and to be implemented that supports instructional strategies to increase student achievement across all grade level and content areas will incorporate staff analyzing data to increase student achievement.

Parker Boudett, K., City, E.A., Murnane, R.J. (2005). Data Wise. Harvard Education Press: Cambridge, Massachusetts

Describe how the school will promote the continuous use of individual student data (such as formative, interim and summative) to inform and differentiate instruction to meet individual student needs.

All instructional decisions are based upon student assessment results. Student data is utilized to determine the instructional needs of all students as well as the professional development needs of the staff. Staff members will receive professional development that address' the development of instructional lessons that cover the specified standards and objectives while incorporating the "best practices" for instructing a student population with varied instructional needs.

Grade level teams meet weekly on Wednesday's. Every first and third Wednesday, teachers work collaboratively to revise, monitor or change specific goals, while developing lessons based upon the review of student work. Teachers create pre and post test as barometers in determing how well students are learning the concepts presented in class. Teachers have courageous conversations about students work. Every second and fourth Wednesday, teachers develop 2-week instruction activity plans with the integration of technology that targets the grade level specific goals. The plans are developed based upon the students' data. The plans consist of teaching faciiliating skills, students being guided to make interest based learning choices, multi-option assignments are used, student led instruction, students being assess in multiple ways, and the use of multiple forms of intelligence.

Principal Echols forms a data team consisting of instructional specialist's, Tyra Smith-Dean, Success For All Facilitator/Coach, Linda Howard, middle school POD III lead teacher Elizabeth Mansour, POD II lead teacher Choya Stovall, Nemone Lee, lead Pre-K and Kindergarten teacher and Mary Espina, Lead Pod II teacher. Data Team will meet monthly to review and present , Success For All Reading, Accelerated Reader, Accelerated Math, District Content assessments and MAP data .

Staff will maintain a data binder consisting of their students formal and informal assessment data and the lesson plans pertaining grade level goals. Teachers will maintain student portfolios to provide evidence of the students' progress. Student data will be posted in every classroom for students to know and interpret their own data.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content by expanding the school day, week or year. How much extra time has been added? Also how will the increased learning time include other enrichment activities for students and provide for increased collaboration time for teachers?

Pulaski School extends the school day with 3 additional hours each week in which teachers provide additional instructional time due to a loss of 3 prep periods. The extended day also requires the expansion of all students' learning time. The additional 3 hours encompass the school wide instructional programs that is implemented based upon student data. The curriculum is developed based upon the core common standards targeting the school wide instructional program. Student schedules are reconfigured. Additional time is allocated for English Language Arts schedules with 135 hours and 90 minute block time for Mathematics in middle school. Each grade level has 30 minutes daily individualized support by paraprofessionals. Low performing students are grouped according to like ability and then delivered targeted instruction. Every first and third Wednesday teachers work collaboratively to revise, monitor or change specific goals and develop lessons based upon the review of student work. Every second and fourth Wednesday, teachers develop 2-week instruction activity plans with the integration of technology that targets the grade level specific goals. Attendance is mandatory, agendas are submitted to the principal every Thursday by 5pm for approval. Meeting notes and sign in sheets are submitted to the principal after each planning period. During this time teachers and administrators work collaboratively to seek and share learning and act on their learning.

Detail how the school will provide appropriate social, emotional and community services that support students.

1. Mobile dentists are innovative, on-site, school based, dental outreach providers. Their mission is to bring state of the art, dental care to those students in need in the most comfortable and effective way possible. Mobile dentist services are provided to Pulaski's students twice a year. -Mobile Dentist will provide Examinations, Cleanings, Fluoride, Fluoride Gel, Sealants, Radiographs, Fillings (in select areas), Pulpotomies, Referrals to a Dental Home, Education, Free Toothbrushes and Free Toothpaste.
2. The Vision and Hearing Conservation Program at Herman Keifer Hospital will provide annual vision and hearing screening to Pulaski students.
3. Wayne County Neighborhood Legal Services (WCNLS) will conduct an array of workshops designed to enrich, motivate, and add tangible skills that will both promote harmonious living; and add to the social, behavioral, and academic success of both the parent and child. WCNLS will assist in advisory of LSCO body in governmental/ by-laws and parent participation; due to a large amount of children that are eligible for free lunches, and students who fall below grade level in reading and math the need for Parenting Enrichment and support is crucial. WCNLS will also support the efforts of parents to work: (a) with their students at home to progress and achieve academically; and (b) with students and staff to build partnerships by conducting workshops and training activities which teach parents, students and staff on how to build supportive and effective connections between home and school. Courses will promote literacy, academic achievement, and community awareness.
4. Wayne County Neighborhood Legal Services will conduct Peace Program for middle school students. Peace Program is an acronym for Proactive Education, Advocacy, Conciliation, & Empowerment. The goal of the P.E.A.C.E. program is to empower youth and reduce neighborhood school violence through the provision of alternative dispute resolution training, peer mediation, and anger management training. FOCUS OF THE PROGRAM:

Cause and effect of conflict

Effective decision-making skills

Conflict management / Mediation skills

Cultural diversity and tolerance

Skills for effective communication

Anger management / establishing P.E.A.C.E. clubs

Alternative dispute resolution

Self-esteem building activities

Peer pressure / peer counseling techniques

Negotiation skills / strategies

5. 21st Century Community Learning Centers After School Program services will be provided to Pulaski students. 21st Century All Stars After School Program is provided by Youth Development Commission through a partnership with Detroit Public Schools and Michigan Department of Education. The program's aim is to provide students with academic enrichment opportunities along with activities designed to complement the student's regular academic program. 21st Century program includes three hours a day after school for four days a week during the school year. A daily snack/hot supper is provided to all students participating and attending the after school program. Youth Development Commission maintain vendors to provide youth enrichment, youth development, and family services to youths and parents of students in the 21st Century All Stars After School Program.

6. Behavior Specialists provides the following support: assist with the implementation and monitoring of schoolwide behavior plan, development of behavior strategies for students, Assist teachers/administrators with developing and monitoring Behavior Assessments/Intervention Plans(BIP) for students, provide support to the Resource Coordinating Team, provide support to teachers for classroom management and strategies.

7. Reading Corps: The Volunteer Reading Corps is a program geared toward helping our youngest learners with reading. Volunteers are expected to commit one hour weekly or bi-weekly to tutor two students for one-half hour each. The majority of the VRC volunteers are currently assigned to Pre-Kindergarten-First Grade. All new volunteers are assigned to Pre-kindergarten. Returning volunteers will "move up" as their students' progress from grade to grade.